# CHEROKEE TRAIL ELEMENTARY 6219 Hwy 184 E. Donalds, S. C. 29638 K-7 Middle School GRADES ENROLLMENT 424 Students Chester King 864-379-8500 PRINCIPAL SUPERINTENDENT C. Michael Campbell, Ph.D. 864-459-5427 Dr. Larry D. Lawson 864-446-3250 BOARD CHAIR THE STATE OF SOUTH CAROLINA ANNUAL SCHOOL 2004 REPORT CARD ABSOLUTE RATING: G00D Absolute Ratings of Middle Schools with Students like Ours Excellent Good Average Below Average Unsatisfactory 0 3 25 19 1 IMPROVEMENT RATING: GOOD The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. ADEQUATE YEARLY PROGRESS: YES This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate. SOUTH CAROLINA PERFORMANCE GOAL By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country. FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM
WWW.SCEOC.ORG

#### PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Average	N/A
2003	Good	Average	No
2004	Good	Good	Yes

#### DEFINITIONS OF DISTRICT RATING TERMS

- Excellent District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- •Good District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

# PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

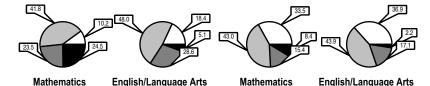
Percent of students tested in 2003-04 whose 2002-03 test scores were located.

81.1%

# PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

**Our School** 

Middle Schools with Students like Ours



#### **Definition of Critical Terms**

Advanced Very high score; very well prepared to work at next grade level; exceeded expectations

Proficient Well prepared to work at next grade level; met expectations

Basic Met standards; minimally prepared, can go to next grade level

Below Basic Did not meet standards; must have an academic assistance plan; the local

board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP									
		<u>. [</u>		<u> </u>	Τ,	. / .	% Proficient and Advanced	<u> </u>	<del>*</del> / = :
	Enrollment 1st	% Tested	% Below Basis	% Basic	% Proficient	% Advanced		Performance Objective	Participation Objective M.
	1 # 5		%	/ %	l for	/ §			
	\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\	/ *	/ %	/ "	/ %	/ %	18/2/	\ \alpha \frac{1}{2}	\a_\a_\a_\a_\a_\a_\a_\a_\a_\a_\a_\a_\a_\
	1 ~	/	/	/		17.00/	<		
All Students	h/Langua 249	ge Arts - 8	State Pen 16.7	ormance 47.1	Objective 31.3	= 17.6% 4.8	48.0	Yes	Yes
Gender	249	100.0	10.7	47.1	31.3	4.0	46.0	res	res
Male	131	100.0	20.2	50.4	26.9	2.5	45.4		
Female	118	100.0	13.0	43.5	36.1	7.4	50.9		
Racial/Ethnic Group	110	100.0	10.0	40.0	30.1	7.4	30.3		
White	179	100.0	14.3	47.8	32.3	5.6	50.3	Yes	Yes
African-American	65	100.0	24.6	44.3	29.5	1.6	39.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	189	100.0	11.1	45.6	37.4	5.8	56.7		
Disabled	60	100.0	33.9	51.8	12.5	1.8	21.4	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	249	100.0	16.7	47.1	31.3	4.8	48.0		
English Proficiency			,	,	,	,	,	,	
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	244	100.0	17.1	46.4	31.5	5.0	48.2		
Socio-Economic Status									
Subsidized meals	163	100.0	19.3	51.7	26.9	2.1	39.3	Yes	Yes
Full-pay meals	86	100.0	12.2	39.0	39.0	9.8	63.4		

Mathematics - State Performance Objective = 15.5%									
All Students	249	100.0	17.2	44.9	23.8	14.1	51.5	Yes	Yes
Gender									
Male	131	100.0	15.1	44.5	29.4	10.9	54.6		
Female	118	100.0	19.4	45.4	17.6	17.6	48.1		
Racial/Ethnic Group									
White	179	100.0	12.4	44.7	25.5	17.4	57.1	Yes	Yes
African American	65	100.0	31.1	47.5	16.4	4.9	32.8	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	189	100.0	11.1	41.5	28.7	18.7	62.6		
Disabled	60	100.0	35.7	55.4	8.9	0.0	17.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	249	100.0	17.2	44.9	23.8	14.1	51.5		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	244	100.0	17.1	44.6	23.9	14.4	51.4		
Socio-Economic Status									
Subsidized meals	163	100.0	22.1	48.3	22.1	7.6	45.5	Yes	Yes
Full-pay meals	86	100.0	8.5	39.0	26.8	25.6	62.2		

# DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

# Abbreviations for Missing Data

Cherokee Trail Elementary										
PACT PERFORMANCE BY GRADE LEVEL										
	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced			
		Engli	sh/Langu							
Grade 3	53	100.0	10.0	52.0	38.0	N/A	38.0			
Grade 4	56	100.0	25.0	50.0	23.1	1.9	25.0			
Grade 5	48	100.0	15.9	61.4	20.5	2.3	22.7			
Grade 6	63	100.0	27.1	44.1	28.8	N/A	28.8			
Grade 7	65	100.0	25.8	46.8	24.2	3.2	27.4			
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 3	38	100.0	10.5	23.7	52.6	13.2	65.8			
Grade 4	55	100.0	11.3	62.3	26.4	N/A	26.4			
Grade 5	49	100.0	22.9	50.0	25.0	2.1	27.1			
Grade 6	45	100.0	22.2	42.2	28.9	6.7	35.6			
Grade 7	62	100.0	18.6	52.5	25.4	3.4	28.8			
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
	•	'	'		ı		'			
			Mathemat	ics						
Grade 3	53	100.0	20.0	48.0	24.0	8.0	32.0			
Grade 4	56	100.0	11.5	63.5	17.3	7.7	25.0			
Grade 5	48	97.9	34.1	31.8	20.5	13.6	34.1			
Grade 6	63	100.0	6.8	39.0	33.9	20.3	54.2			
Grade 7	65	100.0	17.7	29.0	17.7	35.5	53.2			
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			
Grade 3	38	100.0	28.9	42.1	26.3	2.6	28.9			
Grade 4	55	100.0	11.3	66.0	17.0	5.7	22.6			
Grade 5	49	100.0	25.0	37.5	29.2	8.3	37.5			
Grade 6	45	100.0	4.4	48.9	24.4	22.2	46.7			
Grade 7	62	100.0	15.3	39.0	22.0	23.7	45.8			
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A			

SCHOOL PROFILE				
	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 424)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	No change	12.5%	14.6%
Retention rate	2.7%	Down from 3.4%	4.1%	3.0%
Attendance rate	95.9%	Up from 91.7%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.6%		6.8%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.2%		5.8%	5.3%
Eligible for gifted and talented	12.0%	Down from 12.2%	13.1%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.3%	Down from 16.7%	14.8%	13.9%
Older than usual for grade	2.4%	Down from 3.5%	5.3%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	1.2%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%
Teachers (n= 28)				
Teachers with advanced degrees	57.1%	Up from 51.7%	48.1%	48.7%
Continuing contract teachers	96.4%	Up from 93.1%	81.1%	81.7%
Highly qualified teachers** Teachers with emergency or provisional certificates	95.8% 3.7%	N/A	91.8% 5.0%	90.4% 5.3%
Teachers returning from previous year	89.9%	Down from 90.9%	83.3%	85.1%
Teacher attendance rate	96.4%	Down from 97.4%	94.8%	94.8%
Average teacher salary	\$41,439	Up 4.0%	\$39,113	\$40,566
Prof. development days/teacher	10.2 days	Up from 9.7 days	10.5 days	11.0 days
School				
Principal's years at school	13.0	Up from 12.0	4.0	3.3
Student-teacher ratio in core subjects	20.1 to 1	Down from 20.3 to 1	20.9 to 1	21.3 to 1
Prime instructional time	91.9%	Up from 88.7%	89.0%	89.3%
Dollars spent per pupil*	\$5,330	Down 3.9%	\$5,562	\$5,821
Percent of expenditures for teacher salaries*	69.0%	No change	61.9%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences SACS accreditation	99.0% Yes	No change No change	96.5% Yes	95.0% Yes
Character development program * Prior year audited financial data are reported.	Excellent	N/A Our District	Average	Good
Highly qualified teachers in low poverty	choole**	N/A		tate
Highly qualified teachers in high poverty		92.9%		.1%
riigiiiy qualilled teachers iir riigii povert	y acriouis	State Objectiv		e Objective
Highly qualified teachers in this school*	**	65.0%		es objective
Student attendance in this school		95.3%		es ′es
Student attenuance in this school		90.3%	ľ	50

<sup>\*\*</sup>NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

#### REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

This has been a successful year at Cherokee Trail Elementary. We are striving to provide all our students with a quality education that will allow them to succeed in life. The faculty and staff at CTES value and appreciate your continued support. Listed are some of the highlights for the 2003-2004 school year.

\*Jenny Seawright was honored by President Bush in Washington in March, 2004. She was selected as the Presidential Math Teacher of the Year for South Carolina.

\*The RAPS (Rational Approaches to Practical School Discipline) was implemented during the 2003-2004 school year.

\*Write from the Beginning program was implemented during the 2003-2004 school year.

\*Science and Social Studies PACT materials were purchased to assist in classroom instruction

\*Cherokee Trail Elementary requested the building of two additional classrooms to meet an anticipated school population need.

\*Second grade students piloted the EduTests Assessment Program during the spring of 2004.

\*An additional Special Education class and teacher was added during the 2003-2004 school year.

\*An additional traffic lane was added to improve the traffic flow during student pick-up after school.

\*Our school received a school grade of "Good" on the Elementary and Middle School State Report Card.

\*Gail Hawthorne was selected as our Teacher of the Year. She will be competing for the district honor at the beginning of the 2004 school year.

\*Our PTO made significant contributions to school improvements. The PTO helped fund playground improvements, teacher appreciation, student rewards, and other needed projects.

\*Two students qualified as state finalists in the Duke Talent Search Identification Program.

\*One student was county Soil and Water Conservation Essay winner.

\*Murals with an athletic theme were painted on the gym.

Mr. Chester R. King, Principal

Ms. Jean Smith, School Improvement Council Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS						
	Teachers	Students*	Parents*			
Number of surveys returned	32	55	68			
Percent satisfied with learning environment	100.0%	61.1%	83.6%			
Percent satisfied with social and physical environment	100.0%	83.6%	77.9%			
Percent satisfied with home-school relations	84.4%	90.9%	73.5%			
*Only students at the highest middle school grade level at this school and their pa	arents were includ	led.				